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ABSTRACT

This document presents a progress report of the Extended University of the University of California. The Extended University exists to test and gain experience with modified approaches to higher education. It offers degree programs to those who are qualified to engage in university studies, but who are now effectively denied access because of work obligations, finances, location, home responsibilities, or other impediments to full-time study. The basic objectives of the Extended University may be simplified as follows: (1) to provide selected experimental degree programs for part-time students; (2) to experiment with off-campus programs, new approaches to instruction, alternative approaches to admission, campus residency, and advanced standing; (3) to design new curricula specifically for part-time students; and (4) to develop the ability to provide these and other similar programs on a cost-effective basis. Appendices include graphs and tables related to the text. (Author/PG)

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THE EXTENDED UNIVERSITY: A PROGRESS REPORT

University of California
Board of Regents
Consultation with the President
January 18, 1974

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Prepared by The Office of
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And Public Service Programs

HE 005 006

THE EXTENDED UNIVERSITY -- A PROGRESS REPORT

Now that the Extended University is in the middle of its second year of implementation and at the mid-point of its three-year pilot period, we are providing a progress report to The Regents and other members of the University community. It may be useful to begin with a brief review of the history of the Extended University as an introduction to the program description.

In March, 1970, the Twenty-fifth All-University Faculty Conference responded to President Hitch's request to suggest ways to meet the educational needs of adults unable to attend campus programs full time. The Conference urged that "the University expand opportunities for baccalaureate and graduate degrees through part-time study" and that a President's Task Force be appointed to propose means to implement the recommendation. The President's Task Force on the Extended University completed its report in November, 1971.

The Regents supported the idea of the Extended University by approving the allocation of $500,000 for planning and developing Extended University programs in 1972-73. Between May and July, 1972, grants were made by the President for that purpose and the Vice President--Extended Academic and Public Service Programs was made responsible for the program. In the fall of 1972, seven initial programs were launched by six campuses.

In July, 1973, the State Budget appropriated $1.26 million for forty-two new faculty positions and appropriate instructional support funds to finance the Extended University for 1973-74. To continue planning and development, The Regents authorized the expenditure of $300,000 for 1973-74. Based on

this funding, the Extended University began its second year in October, 1973, with thirteen new and six continuing programs, a total of nineteen.

PROGRAM OBJECTIVES

The Extended University, as a State-supported experimental program whose pilot phase extends from July, 1973 through June, 1975, exists to test and gain experience with modified approaches to higher education. It offers degree programs to those who are qualified to engage in University studies, but who are now effectively denied access because of work obligations, finances, location, home responsibilities, or other impediments to full time study. This University-wide effort represents a significant experiment with modified forms and modes of University instruction with important implications for the time, space, and age characteristics of the present pattern of higher education. The basic objectives of the Extended University may be simplified as follows:

1. To provide selected experimental degree programs for part-time students
2. To experiment with
   - Off-campus programs
   - New or novel approaches to instruction
   - Alternative approaches to admission; campus residency and advanced standing
   - "Consortium" or multi-campus programs
   - Intersegmental cooperation
3. To design new curricula specifically for part-time students
4. To develop the ability to provide these and other similar programs on a cost-effective basis

During the initial two years of the Extended University, an emphasis was placed on efforts to develop several single-campus upper division and master's programs and to experiment with alternate approaches to provide

learning resources, student services, and administration. Such programs are offered by regular faculty and academic departments primarily to older adult students who attend part-time. Since the programs are also subject to the same administrative and Academic Senate review and approval procedures as are other programs, it is expected that appropriate academic performance standards and requirements will be maintained. It is also expected that several successful aspects of the experiments will exercise constructive influences on regular campus programs.

In addition to the campus-based programs, the Extended University intends to encourage the design and development of regional and statewide degree programs for part-time students whenever:

(a) such programs promise greater cost effectiveness when offered by one or more campuses;

(b) part-time students are unable, because of distance or similar geographic constraints, to enroll in a campus-based program; and

(c) programs are not otherwise offered by the campus.

Faculties responsible for offering these programs, developed on a regional or statewide basis, will be drawn from one or more of the University's campuses.

The two specific objectives the University seeks to achieve during the 1974-75 academic year are: 1) to develop regional, multi-campus, and statewide degree programs through cooperative efforts of the several campuses working with the Extended University, and 2) to establish an experimental learning/counseling center to serve several University campuses and to encourage cooperative use among the segments of higher education in California. The Department of Finance, however, has not recommended additional State funding

for this purpose for 1974-75 and despite our best efforts to accomplish these objectives with a standstill budget, this phase of the experimental program will be seriously limited.

CRITERIA FOR APPROVAL OF EXTENDED UNIVERSITY PILOT PROGRAM PROPOSALS

The Vice President--Extended Academic and Public Service Programs recommends to the President the approval and funding of Extended University programs. A pilot program must address itself to one or more of the following objectives and in conjunction with other approved pilot programs must contribute to a pattern of experiences responsive to the goals of the Extended University:

- The program extends established offerings to part-time students at times and places convenient to them where there is a demonstrated and significant demand for such offerings.
- The program is new and specifically designed for students studying part-time.
- The program deliberately undertakes to experiment with new or modified approaches to instruction, e.g., the use of television in its many forms, computer assisted instruction, independent study, among others.
- The program is offered substantially off-campus, and deliberate efforts are to be made to discover and deal with problems associated with such off-campus instruction, e.g., library materials, counseling, staffing.
- The program involves the cooperation of two or more University campuses or cooperative arrangements with other institutions of higher learning in California.

The program undertakes to experiment with exceptions to pertinent Academic Senate regulations concerned with residency, admissions, and similar policy requirements.

DEVELOPMENT OF REGIONAL AND STATEWIDE PROGRAMS

As stated previously, programs within the Extended University are intended to improve the University's understanding of the major educational, organizational, and fiscal problems associated with the development of specific types of innovative programs. The problems include, but are not limited to, the following:

- the development of especially appropriate areas of study for adult, part-time students;
- innovative methods of instruction, including new technologies;
- provision of supporting services, especially at off-campus sites, such as counseling and job placement;
- regulations governing admissions and residence requirements;
- class schedules; and,
- more effective and imaginative use of instructional resources in general.

In addition to these common areas of concern, the creation of off-campus and regional or statewide programs raises two other important questions: 1) how should the University provide instructional and support services to students enrolled in programs offered primarily at off-campus locations; and 2) what are the most effective means to achieve inter-campus cooperation in program design and development in a large and complex university?

Intra-University Programs

Regional and statewide Extended University pilot programs, the first of which are planned to begin in the 1974-75 academic year, will require the

development of new relationships between the University's campuses as well as between the University of California and institutions from the other segments of post-secondary education in California.

The need for inter-campus cooperation is already clear and will become even more evident as campus-based Extended University programs evolve. In some fields, financial limitations coupled with problems of scale will make it impossible to mount campus-based programs with "the resources available" to a single campus. Moreover, the mobility of working adults will produce a pressing demand for the opportunity to complete work started in one part of the State after moving to another.

In making the Extended University an effective force for change it may be necessary to extend its work into multi-campus program development which has been authorized via consortium-type methods. This curriculum design and development process would differ in some ways from that of the campus-based programs, insofar as new curricular models are developed and tested, and would be carried out by multi-campus faculty panels.

For the present, however, the Extended University will limit its regional and statewide programs to the creative utilization of educational resources already present on one or more of the University's nine campuses. During the pilot phase of the program, the Extended University proposes to test two models for delivery of regional and statewide academic programs: a multi-campus model (MCM) and a single campus model (SCM).

Multiple Campus Model (MCM)

In one multi-campus model, academic units of two or more campuses join to offer instruction in a coordinated program wherever it is needed within the State, making available the unique but complementary competencies of each participating campus to students wherever they are enrolled in the program.

In addition, this model will facilitate the sharing of courses and faculty among and between campuses. MCM may be the model of choice when instructional competencies are spread throughout the University and need to be aggregated in behalf of a specialized program which is needed regionally or statewide.

Single Campus Model (SCM)

This model places the responsibility for a regional or statewide program with a single campus. The primary campus may negotiate with other campuses for the use of faculty members and other educational resources and may accept unlimited degree credit from other campuses. The campus administering the program retains responsibility for program quality review and the granting of degrees.

The SCM programs can be initiated with relative easy administration. Decisions are vested in one campus administration and a single Division of the Academic Senate. Credits and courses are, therefore, easily transferable from one area to another. But the SCM gives less opportunity for campuses to cooperate as partners in program development and implementation. It is also likely that less diversity would be evident in SCM programs than MCM programs. The SCM program's greatest application is in taking degree programs to regional or statewide audiences, especially if the program is unique in the University and, therefore, not otherwise available to students studying elsewhere in the State.

INTERSEGMENTAL PROGRAMS

For many of the same reasons which make Intra-University Extended University programs both necessary and attractive, Intersegmental Extended University programs will be developed if and whenever they seem appropriate. It is anticipated that most of the Intersegmental programs will occur between the University of California and a number of California Community Colleges

or campuses of the State University and Colleges system. Some of this cooperation is already being accomplished in presently approved Extended University pilot programs. However, a number of additional areas of potential cooperation exist.

Cooperation With California Community Colleges

The Extended University presently offers undergraduate work toward bachelors degrees only at the upper division level. It is expected that most students who have not already completed lower division requirements will do so in local Community Colleges before entering an Extended University program. Strong articulation agreements will be attempted between the University's upper division programs and the Community Colleges' lower division programs so that students can make the transition from lower division to upper division with a minimum of difficulty. In some cases, this may entail modification of both the University's program and the Community College's program so that the student is best served by both.

In addition, especially when the University's program is at an off-campus location, other areas of potential cooperation exist. In some cases, local Community Colleges will be able to make space available to Extended University programs on their campuses. This may include both classroom space or, alternatively, library, counseling, bookstore, or other types of space. If no room exists on the campuses, shared use of off-campus facilities, as well as shared administrative, counseling, and other student services, is possible.

Cooperation With California State University And Colleges (CSUC)

CSUC offers many opportunities for cooperative programs both in conjunction with its nineteen campuses as well as with its off-campus External Degree Program. Shared use of both campus and off-campus space is a possible means of cooperation, as with the Community Colleges, as well as sharing costs of other support functions. In addition, articulation agreements for

transferability between programs should provide students with maximum flexibility to satisfy their educational needs.

An attempt will be made to coordinate some programs so that in certain areas, which are remote from a four year college or university campus, a student may accomplish his or her education, including lower division, upper division and master's level graduate work, on a part-time basis, through programs provided by the three public segments of higher education in California.

RESEARCH

The President's Task Force on the Extended University early recognized the need for a program of research to support the pilot phase of the Extended University. On the one hand, market research was called for in order to gain a fuller understanding of the needs for part-time degree programs; on the other hand, evaluation research of students and programs was deemed essential to accumulate a systematic body of knowledge from the experiences of the pilot phase, in order to proceed with any future development of these kinds of programs.

Market Research

A number of different studies have been undertaken as part of the market research program:

1. A study of regular, full-time University undergraduates on the eight general campuses, in order to assess their interest in part-time programs of study;
2. A statewide study of persons employed in the field of early childhood education, who are of interest mainly because they represent a primarily female workforce, with less than a bachelor's level education, many of whom work part-time and because the field is currently subject to a number of legal and social changes.
3. A study of the adult population of Los Angeles County, to assess the interest of a cross section of this population in pursuing college-level degree programs on a part-time basis;

4 A study of the personnel of a major, statewide employer, in order to assess the educational interests and needs of people working at a large variety of occupational tasks in all parts of California.

The survey of the adult population of Los Angeles County is instructive in illustrating the existence of very large pools of people who have, in one way or another, expressed interest in college and university level education and who thereby represent potential candidates for Extended Degree programs.

High school graduates in the survey sample were asked the question: "If in the near future you could go to college on a part-time basis without giving up your work or your other full-time activities, would you like to do it?" Fully 64% responded "Yes." These people were then asked about their interest in obtaining a degree and the level of degree they wished to attain. Persons who are interested in working part-time toward a degree which is within the mandate of the Extended University constitute 17% of the survey sample. When these percentages are extrapolated to the population of Los Angeles County, the result is approximately 811,000 people. (Table 1)

Other potential pools from which Extended University students might be drawn are:

(1) persons who, during the year preceding the survey, attended classes of any kind offered by a Community College, University of California, California State University and Colleges, a private four-year college or university, or any other four-year college or university; these people constitute 13% of the sample, or approximately 620,000 people in Los Angeles County;

(2) people who say they are planning to attend a four-year college or university; these people constitute 9% of the sample, or approximately 429,000 people in Los Angeles County.

Although these figures in no way represent precise estimates of the number of people who might become candidates for Extended Degree programs, they do indicate that there are indeed very large numbers of people who represent pools of potential candidates.

Evaluation Research

Pilot program evaluation has been undertaken both by the individual campuses and by the Office of the Vice President - Extended Academic and Public Service Programs. The research will provide data which are comparable across all programs, including descriptions of the students enrolled in Extended University pilot programs and of their experiences within these programs.

The following data describe students enrolled in the nine pilot programs operating during the 1972-73 academic year. These students do not represent a cross section of the kinds of people whom the Extended University will ultimately serve. They are the students who enrolled in the first programs mounted within the Extended University, and these programs are not themselves representative of the ultimate configuration of the Extended University. The first programs were begun rapidly, after a very compressed period of planning and development. The 1973-74 year has seen the start of a much more varied array of pilot programs.

The age distribution of students in the 1972-73 programs, as shown in Chart 1, demonstrates that Extended University students are older than regular students; 46% of Extended University students are thirty years of age or older. Chart 2 portrays the sex and employment status of these students. Although the sex distribution is not unlike that of our full-time student population, the fact that 87% of these students are employed

(full or part-time) distinguishes them from full-time students. Note also, that although 37% of the students are female; most of these are employed, since only 13% of the students classify themselves exclusively as "housewives."

Chart 3 shows the educational origins from which Extended University students come, contrasted with the educational origins of full-time University undergraduates. This chart shows the educational levels attained by the parents of the respective student bodies. In the left-hand half of the chart, the data compares the educational attainments of fathers of Extended University students with those of regular, full-time University undergraduates, and in the right-hand portion of the chart, there are similar comparison data for the mothers of students.

The data show that Extended University students come from homes in which the level of the parents' educational attainment is lower than that of the parents of regular, full-time University undergraduates. Whereas 71% of the fathers of full-time students attended college, only 53% of Extended University students' parents attended college. Whereas 51% of the fathers of full-time students graduated from college, only 35% of the fathers of Extended University students graduated from college. A similar pattern, though less extreme, characterizes the mothers of Extended University students, as contrasted with the mothers of regular full-time students.

Reflected in these data is the historical fact that the vast expansion of American higher education has not impacted all generations equally. A young person today has a substantially greater chance of attending college than did his parents. Some of the students enrolled in the Extended University are, indeed, the parents of full-time University students, and these people now want the opportunity to have the same educational advantages which their

children enjoy and for which they, the parents, are paying through their support of public higher education. If we may be permitted to view what is, as yet, a very small program, within a larger context of educational change, we can see that the Extended University continues the process of extending equal educational opportunity to greater proportions of the population, a function which public higher education has served for many decades. But the Extended University, and its counterparts in other institutions, does more than this--for the first time it performs that function <u>across the generations</u>, rather than merely within a single generation. It permits the generation of parents to share the fruits of that system which it created for the benefit of its children.

The purposes for which Extended University education is sought are reflected in the students' goals. Chart 4 shows that although Extended University students have both occupational goals and general education goals, the former predominate--only 10% of the students have general education goals exclusively. Although this proportion is likely to change as the Extended University undertakes more liberal studies and similar programs, it is typical that students in this age group, which we have chosen to serve, are more likely than are adolescent students to have specific, instrumental goals which they wish to realize through education, rather than merely exploring life's options. Chart 5 shows that the vast majority of these students would be unable to pursue a full-time course of study and leads to the conclusion that Extended University programs afford them a rare and precious opportunity.

PRELIMINARY FINDINGS

During the initial four quarters of the Extended University's nine pilot quarters, a number of preliminary findings have been reached. These findings have emerged both from the combined experiences of the many people involved in planning, development and offering of Extended University programs and from research designed to answer some of the initial questions and assumptions forming the basis of the Extended University objectives. As might have been expected, a number of new questions have been revealed during the initial months of the program.

Our preliminary findings fall roughly into three catagories: the students being served; the degree programs serving them; and the administrative and educational policies which control them.

Students

During the planning of the Extended University, many members of the faculty voiced their concern that adult students, working full-time or having other outside responsibilities, would not prove to be as good as younger, full-time students who did not have such outside responsibilities. Although the amount of experience with these working adult students is limited, it is sufficient to dispel this doubt.

Our experience leads us to the preliminary conclusion that whatever part-time students lack in time they make up for in their greater degree of motivation. Some faculty members report that in those classes which

contain both full-time and part-time students the class is enriched by part-time students because of the greater heterogeneity of experience which they bring to the class.

Scholastically, part-time students, as a group, are doing as well as or better than full-time students. In some cases, however, part-time students, especially those who have been out of school for a long period of time require some degree of specialized academic reorientation for the most beneficial result.

Programs

The Extended Univeristy will offer a total of 19 academic programs at both the graduate and undergraduate levels by the Spring quarter of this year. (See Extended University Program Table and Charts). Preliminary data from our research indicate that the Extended University programs are attracting the groups of students for which it was intended. These groups include housewives, working adults and others who are geographically distant from a campus for whom the full-time resident programs of the University were previously not available. Many of the initial programs were adapted from full-time graduate and professional degree programs and were offered either at a location away from the campus of origin or on the campus, but at times convenient to working adult students. The professional programs were easier to field than undergraduate programs: most of the course work is offered by only one department; the departments offering these professional programs are accustomed to dealing with older students and professional organizations to which they

were being asked to respond. Undergraduate programs, on the other hand, involve a number of departments which offer courses toward the degree. In addition, undergraduate curricula, especially in areas of letters and sciences, tend to have been oriented more toward the traditional "college age" student than to the working adult seeking a degree program on a part-time basis.

A finding, which could have been predicted before the Extended University began, is that the characteristics of Extended University students are determined by the kinds of Extended University programs offered. For example, professional master's level programs in business or engineering, especially those which require baccalaureate level knowledge of a professional or its equivalent, tend to have the characteristics of the population of professions reflected in the degree program. If the field comprises primarily white males and few females and ethnic minority members, then this will tend to be reflected in the students.

Many of the Extended University pilot programs make extensive use of electronic media. The primary constraint to using these media to fullest extent is that electronic media systems for distribution of such course material to locations distant from the origin are not available. At present, none of the nine campuses is able to receive live televised courses from another. In fact, the Davis campus is the only one which has significant TV capability to transmit courses to remote locations. By the Fall quarter, 1974, a link will be established between the Davis campus and California State University at Chico. The Davis campus now

regularly transmits Extended University courses to locations at Livermore, Stockton, and Sacramento. Santa Barbara will soon transmit to Point Mugu, Ventura and Vandenberg Air Force Base. Berkeley presently has plans to build a TV transmitter which will reach most of the Bay Area, including the San Francisco campus. It will be a rather simple matter to connect the Davis network with the Berkeley transmitter so that courses could be shared with sister campuses. Establishing TV links between UC campuses and campuses of other segments of post-secondary education---both public and private---would offer even greater educational opportunities.

The establishment of an intercampus TV link is not enough, however. Many of the initial attempts for the use of electronic media simply record traditional lectures rather than making the most effective use of it. Utilization of electronic media demands revision of instructional methodology. The ultimate goal for use of electronic media entails both its effective use as well as optimal distribution.

Policy

Many of the policy issues---both administrative and academic---the resolution of which were objectives of the Extended University pilot phase, are not yet near resolution. In fact, many of them are not now being addressed by any of the appropriate agencies.

Of the nineteen pilot programs authorized for the 1973-74 academic year, only one undergraduate program, the B.A. in Social Ecology at Irvine, and two graduate programs, the Berkeley MBA and the Riverside

M. Admin. programs, are testing alternate admissions criteria. Instead, students who have substantially different needs and educational experiences are being assessed primarily on the basis of grade point average from a transcript, no matter how long it has been since the student has been in school or what other non-traditional educational experiences the student might have had in the interim. Other areas which are yet to be tested are residency requirements and the transfer of courses from one institution to another, or even one campus of the University of California to another. In addition, other Senate Regulations must be examined in an orderly and timely manner so that they might be made more appropriate to the part-time student, whether on campus or off.

Several administrative policies remain to be set regarding part-time students. Among them is the question of fees. During the Extended University pilot years, students are charged one half each of the Registration and Educational fees. Although the degree to which Extended University students use fee supported services and other functions is yet to be determined, it is reasoned that these students, who have significant time consuming responsibilities off campus will not make as much use of these services, on the average, as full-time resident students. In addition, this half fee does not cover student health which is provided on an optional or fee-for-service basis. Because the authorization for reduced fees for part-time, Extended University students lapses at the end of the pilot year, 1974-75, a permanent fee structure must be determined.

One of the most significant and far reaching objectives of the

Extended University was to establish regional and statewide academic programs, where appropriate, using the academic resources of one or more campuses for its accomplishment. To date, appropriate policy and structure for significant regional and statewide programming have not yet been devised. A number of barriers remain. These include campus residence requirements, reluctance of campuses to transfer courses and use of faculty jointly. Clearly, it is structurally easier for the faculty of a single campus to offer an academic program throughout the State or a given region than it is to combine the programs of two or more campuses, which might yield a better program than any one of its members.

In addition to the necessity to build structures for intercampus cooperation, cooperative arrangements need to be formed with other segments of California post-secondary education---both public and private. Many of these institutions also have begun to offer academic degree programs to individuals at locations which are remote from campuses. A significant cost savings as well as program enrichment can be obtained by cooperative efforts at these remote locations.

It is clear that many important objectives of the Extended University remain as continuing challenges rather than resolved ones. The Extended University Task Force recognized that, by mounting a non-traditional program through the traditional academic and administrative structures of the University, more time would be required to achieve all of its goals than would be required if the program were mounted through a totally new structure. The continuing and overriding advantage of

combining traditional with new programs, however, is the renewing effect of the new programs on the more traditional as well as the reciprocal effect of the traditional programs on the new.

Complete and thorough realization of the application of the program objectives of the Extended University is a long term process which will extend considerably beyond the pilot phase. A sufficient number of the objectives of the Extended University will be accomplished by the time its pilot phase comes to an end in June, 1975. The application of the knowledge derived from the pilot program will take longer to accomplish. But the responsiveness and interest of regular students, campus faculty, especially those who have instructed classes with Extended University students, and administrators are optimistic signs.

APPENDIX TO THE TEXT

Selected Data from the Los Angeles Metropolitan Area Study	Table 1
Age of Entering Extended University Students	Chart 1
Sex and Employment Status Among Extended University Students, Academic Year 1972-73	Chart 2
Highest Level of Education Attained by Parents	Chart 3
Reasons for Pursuing a University Education Among Entering Extended University Students	Chart 4
"Could You Go To School Full-Time" (Among Entering Extended University Students, Academic Year 1972-73)	Chart 5
Distribution of Funds by Major Category	Chart 6 (with explanatory text)
Funds Available by Source	Chart 7 (with explanatory text)
Program Table	Table 2
Undergraduate and Graduate Extended University Students	Chart 8
Undergraduate and Graduate Extended University Programs	Chart 9
Off-Campus and On-Campus Extended University Programs	Chart 10
Traditional and Innovational Instruction in Extended University Programs	Chart 11

SELECTED DATA FROM THE LOS ANGELES METROPOLITAN AREA STUDY

THREE GROUPS FROM WHICH EXTENDED UNIVERSITY STUDENTS ARE LIKELY TO BE DRAWN

TABLE 1

Group	% of Sample	L.A. County Population Estimate
Interested in Part-time Degree Program	17%	811,000
Attended College-level Classes in Past Year	13%	620,000
Planning to Attend a Four-Year College or University	9%	429,000

CHART 1

AGE OF ENTERING EXTENDED UNIVERSITY STUDENTS

ACADEMIC YEAR 1972-73

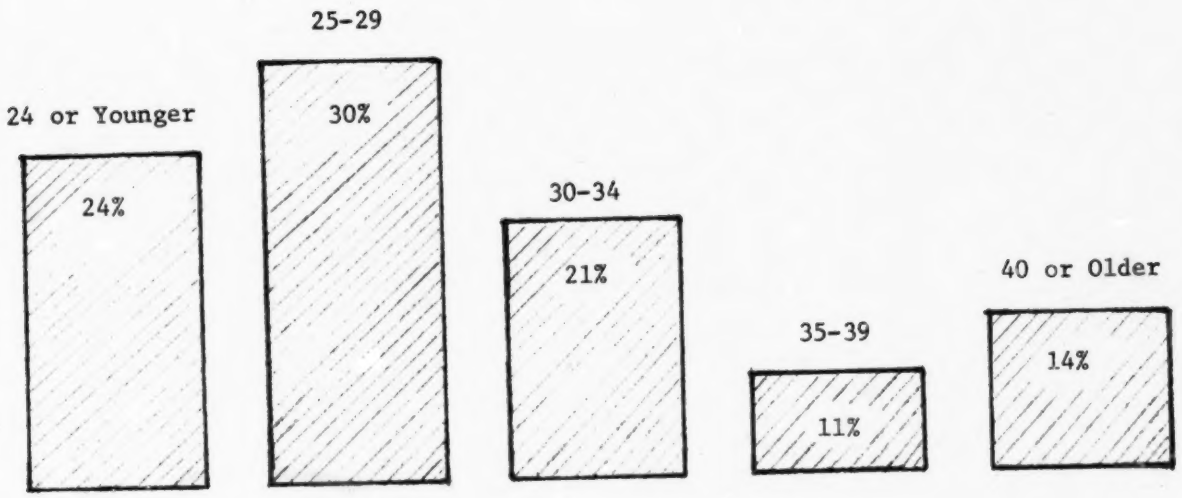


CHART 2

SEX AND EMPLOYMENT STATUS AMONG ENTERING
EXTENDED UNIVERSITY STUDENTS, ACADEMIC YEAR 1972-73

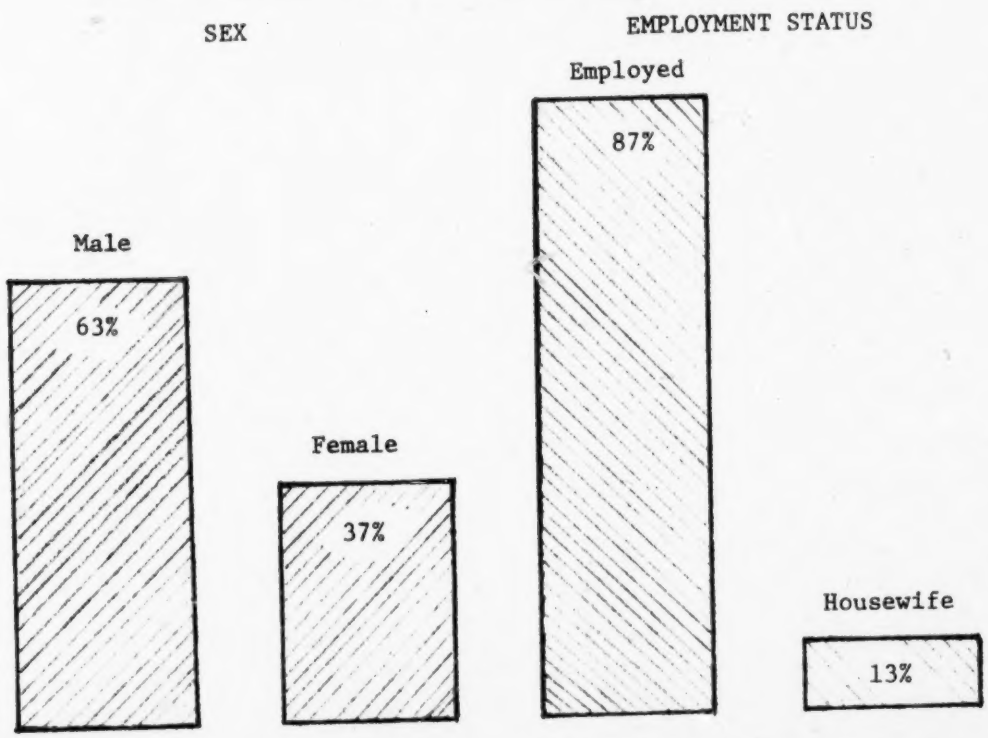


CHART 3

HIGHEST LEVEL OF EDUCATION ATTAINED BY PARENTS

Comparison of Entering Extended University Students

(Academic Year, 1972-73) With Regular, Full-Time U.C. Undergraduate Students

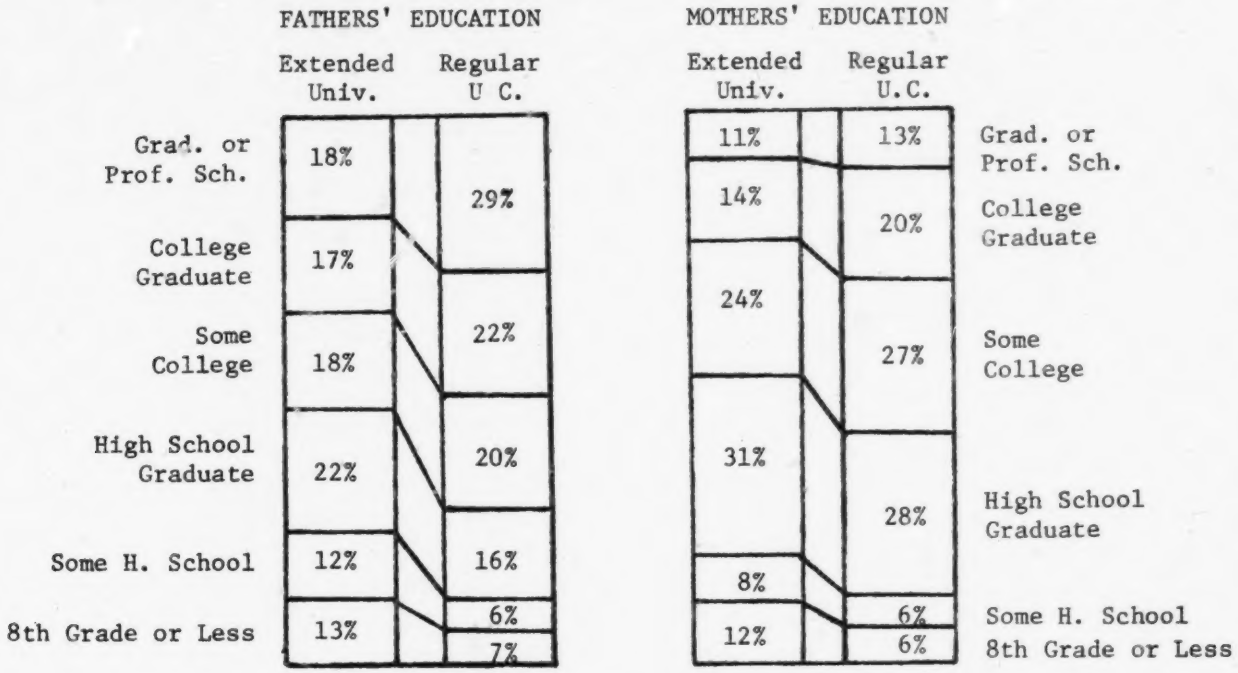


CHART 4

REASONS FOR PURSUING A UNIVERSITY EDUCATION
AMONG ENTERING EXTENDED UNIVERSITY STUDENTS

(Academic Year 1972-73)

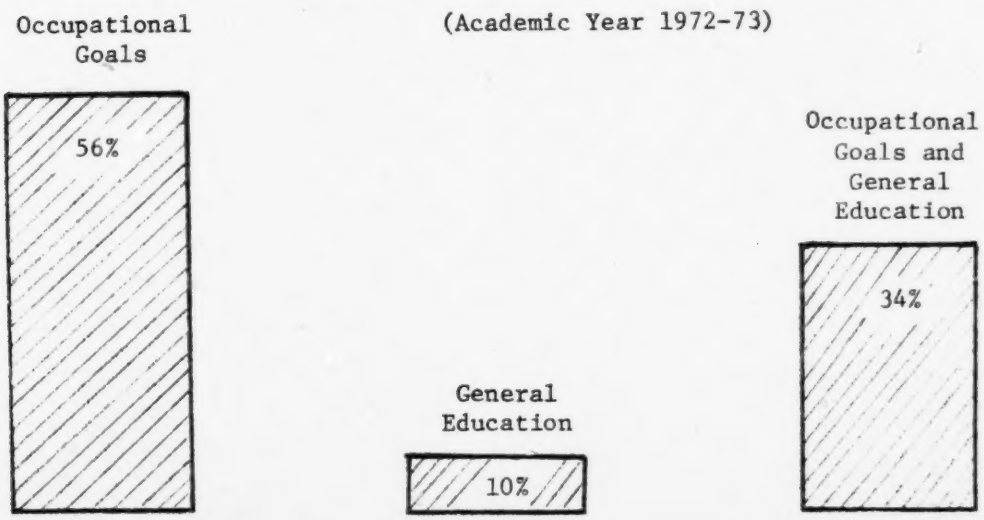
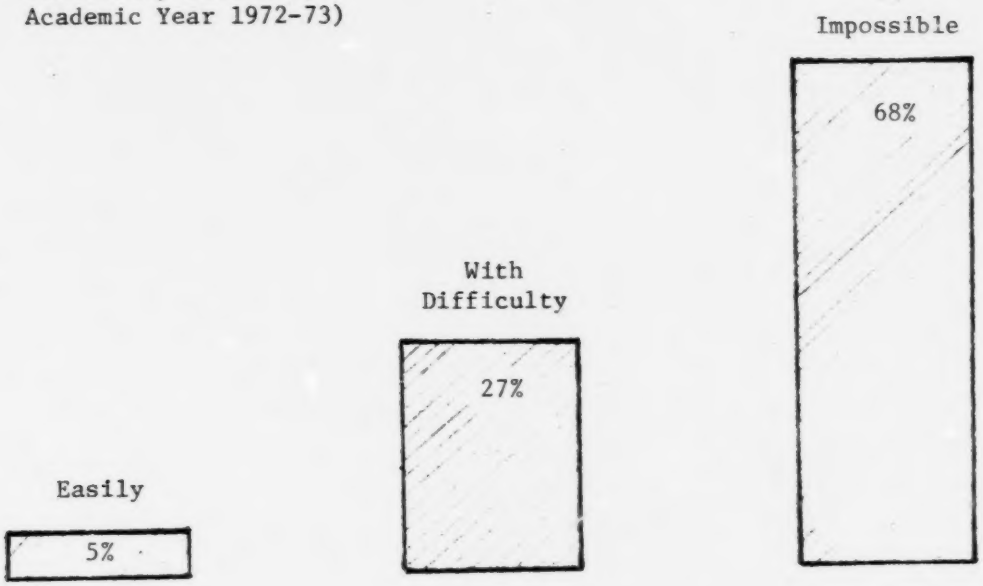


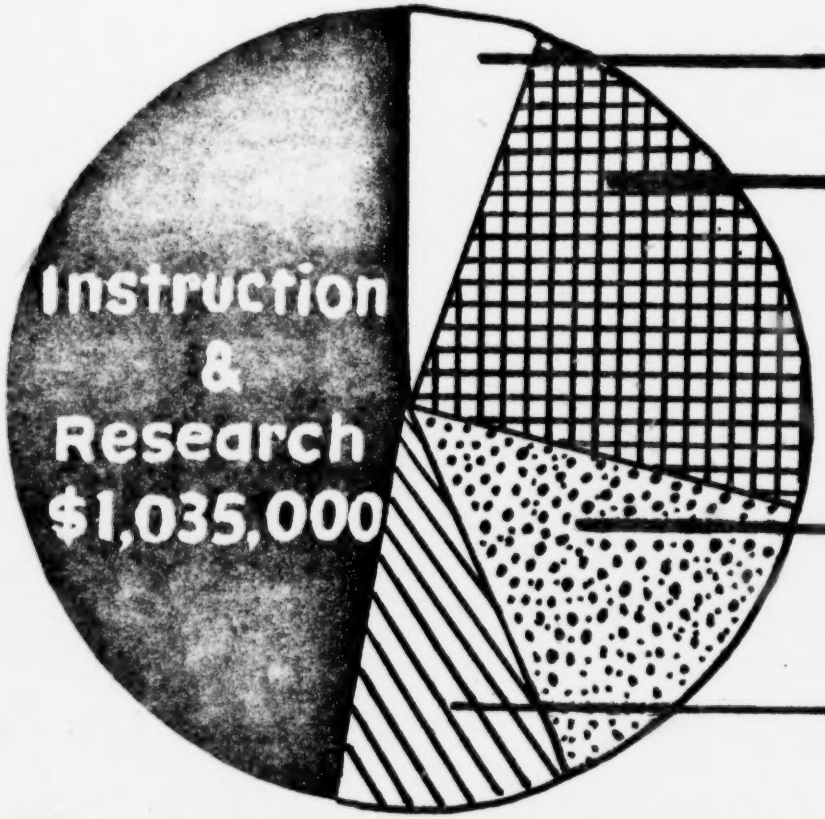
CHART 5

"COULD YOU GO TO SCHOOL FULL-TIME?"

(Among Entering Extended
University Students,
Academic Year 1972-73)



UNIVERSITY OF CALIFORNIA EXTENDED UNIVERSITY



Student Aid: $111,066

Special Items in support of Academic Programs, Research & Evaluation: $516,936

Support of Academic Programs: $307,346

Regional and Statewide Programs: $201,000

Total Funds: $2,171,348

DISTRIBUTION OF FUNDS BY MAJOR CATEGORY 1973-74

CHART 6

DISTRIBUTION OF FUNDS BY MAJOR CATEGORY

Instruction and Research ($1,035,000)

This represents the amount allocated for instruction of the 772 FTE students. It provides 42 faculty positions at the Assistant Professor III level for a Student/Faculty ratio of 18.38:1. It covers faculty salaries, staff benefits and instructional support of $10,380 per faculty position. The instructional support funds are used for secretarial assistance, instructional materials and direct administrative costs of the programs.

Regional and Statewide Programs ($201,000)

This is being used to encourage the development of regional and statewide programs, support of learning centers, and research and evaluation of the Extended University.

Support of Academic Programs ($307,346)

This category includes funds for libraries, student services, rental of classroom facilities, and general administrative costs related to program workload.

Special Items in Support of Academic Programs, Research and Evaluation ($516,936)

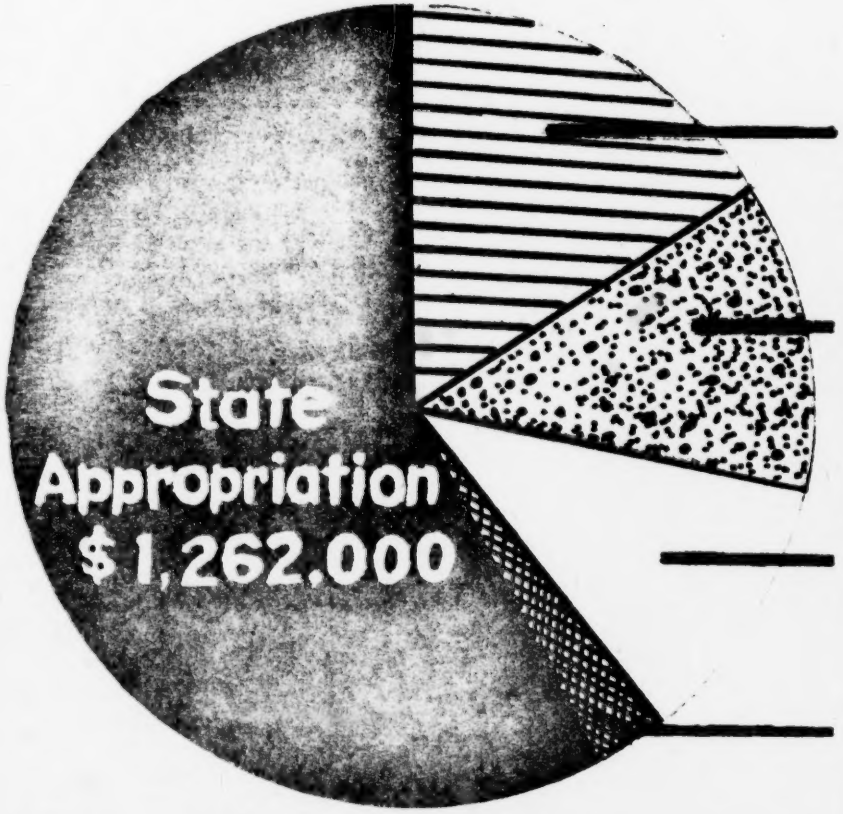
This category includes the $300,000 allocation from the Opportunity Fund. The total is being used to support special one-time costs such

as the purchase and installation of television broadcasting facilities, the development of audiovisual learning packages, the purchase of audiovisual equipment, the planning of new programs, and research and evaluation of the program.

Student Aid ($111,066)

This covers formula per student allocation for student aid plus anticipated deferment of the Educational fee.

UNIVERSITY OF CALIFORNIA EXTENDED UNIVERSITY



Opportunity Funds: $344,800

Educational Fees: $266,630

Registration Fees: $237,290

Application and Non-resident Fees: $60,628

Total Funds: $ 2,171,348

FUNDS AVAILABLE BY SOURCE 1973-74*

FEE INCOME BASED UPON 1600 STUDENT HEADCOUNT

CHART 7

Program	Initiated	HTE Enrollment Fall, 1973		Location	Instructional Innovation	Academic Policy Experiment	Cooperation with other educational institutions	Cooperation with other agency
		Undergraduate	Graduate					
U.C. BERKELEY								
MBA	Fall, 1972		161	downtown San Francisco	videotape computer terminal	expanded admissions criteria		
MPH	Spring, 1974		--	Sacramento	television, field experience		U.C. Davis	Public Health and Pollution control agencies
M.S. Transportation Engineering	Winter, 1974		--	Berkelev campus (S.F. '74)	Projected use of T.V.		U.C. Davis U.C.L.A.	CalTrans
U.C. DAVIS								
All Bachelor's & most Master's	Fall, 1972	132	88	Davis campus Stockton Livermore Sacramento (projected Chico)	microwave T.V. video cassettes computer terminal		CSU Sacramento CSU Chico Delta College	AEC
U.C. IRVINE								
B.A. and M.A. Social Ecology	Fall, 1973	99	33	UCI campus	field experience	non-traditional admissions exceptions		various public agencies
M.A.T. Spanish	Fall, 1973		20	UCI campus	field experience			local schools
M.S. Education Administration	Fall, 1973		4	UCI campus	field experience			local schools
UCLA								
B.A. Human Services	Fall, 1973	38		UCLA campus	computer terminal field experience			

TABLE 2 (Page 1 of 2)

FUNDS AVAILABLE BY SOURCE

State Appropriation ($1,262,000)

This appropriation is subject to special control language requiring one-half the student fees to be devoted to administration of the Extended University and basing payment of two-thirds of the total upon completed student credit units.

Opportunity Funds ($344,800)

This includes $300,000 allocated by The Regents in July 1972 for development of the Extended University and coordination of campus programs into regional and statewide programs. The remaining $44,800 in Opportunity Funds was allocated according to the formula for student aid.

Registration and Educational Fees ($503,920)

These are based upon an anticpated student headcount of 1,600 at one half the regular fees for full-time students.

Application and Nonresident Tuition Fees ($60,528)

Application fees are allocated in support of academic programs to cover costs related to student processing. Nonresident tuition fees are based upon campus estimates and are allocated to Instruction and Research to reduce required state support.

TABLE 2 (Page 2 of 2)

B.A. Liberal Studies	Spring, 1974	--		UCLA campus				
MBA	Fall, 1973		101	UCLA campus	computer terminal field experience			
MPH	Fall, 1973		11	UCLA campus	computer terminal field experience			County Health Department: Hospitals
M. Arch.	Fall, 1973		2	UCLA campus	computer terminal field experience			Architectural firms
M. Ed. Reading	Fall, 1973		23	UCLA campus	field experience			local schools
U.C. RIVERSIDE								
M. Admin.	Fall, 1972		28	San Bernadino, Ontario	program text	admissions experiment		
U.C. San Francisco								
M. S. Nursing	Winter, 1973		15	Sacramento	video cassettes, field experience		CSU Sacramento University of Nevada	Health Care agencies
U.C. SANTA BARBARA								
B.A. Law and Society	Fall, 1972	21		Ventura	video cassettes	alternative admissions, special criteria		law enforcement agencies
M.S. Electrical Engineering	Fall, 1973		68	Point Mugu Vandenberg	microwave T.V. field experience			USN, USAF, Flectric Co.
M.A. Urban Economics	Fall, 1973		15	Santa Barbara	microwave field experience			City & County agencies
U.C. SANTA CRUZ								
B.A. Community Studies	Fall, 1973	10		Fresno San Jose	videotape field experience	use of concurrent enUNEX enrollment for admissions assessment		various public agencies

CHART 8

UNDERGRADUATE AND GRADUATE EXTENDED UNIVERSITY STUDENTS

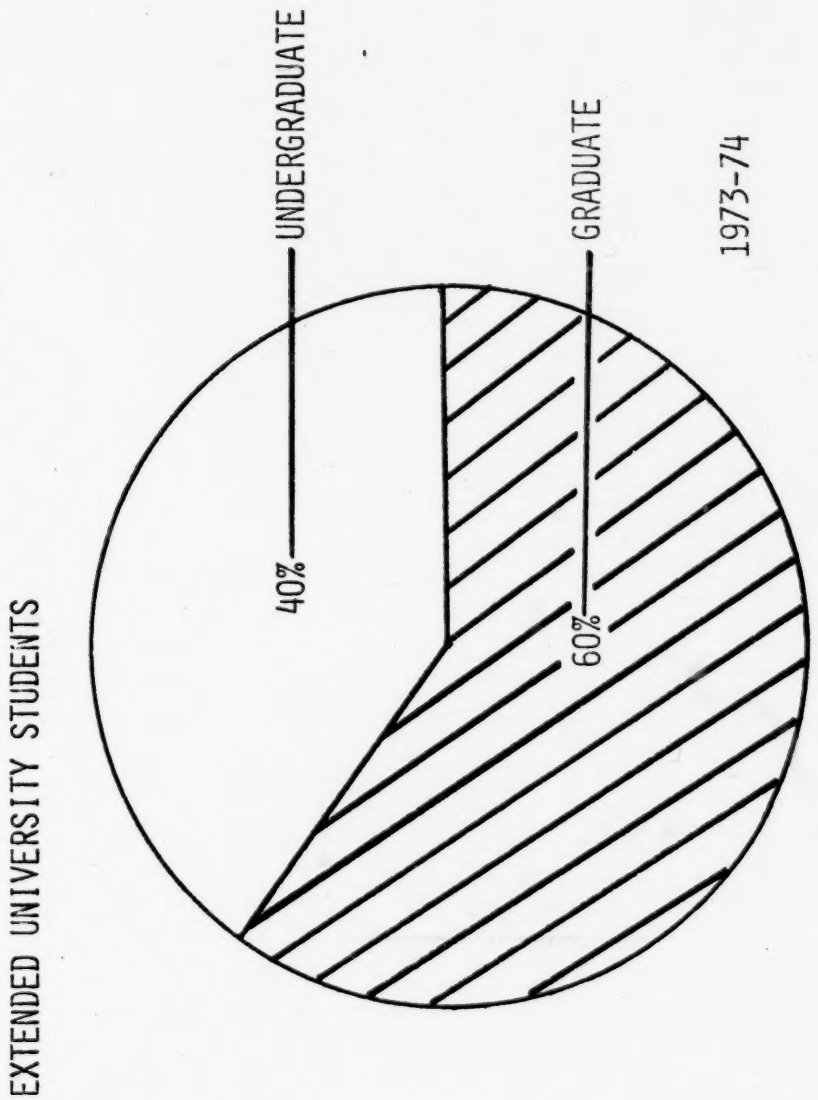


CHART 9

UNDERGRADUATE AND GRADUATE EXTENDED UNIVERSITY PROGRAMS

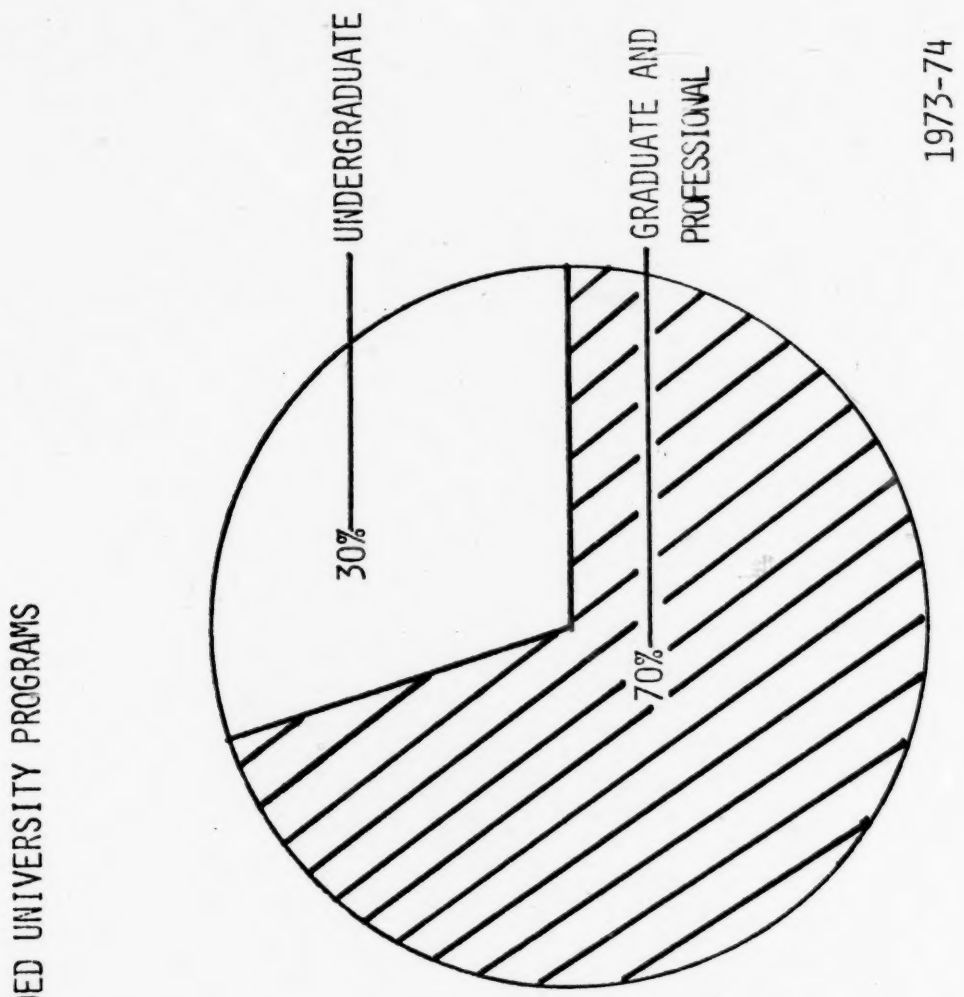


CHART 10

OFF-CAMPUS AND ON-CAMPUS EXTENDED UNIVERSITY PROGRAMS

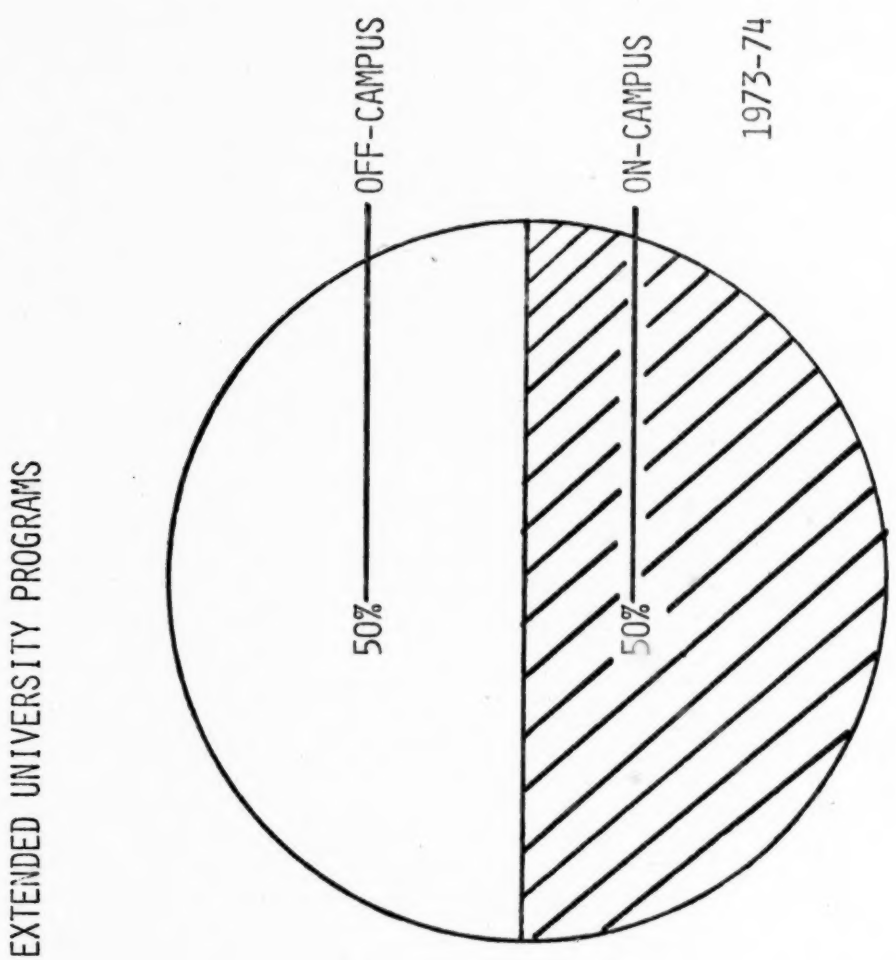


CHART 11

TRADITIONAL AND INNOVATIONAL INSTRUCTION IN EXTENDED UNIVERSITY PROGRAMS